


# 2021-2022 State of the School Report

Huntingtowne Farms Elementary	
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Principal Name	Brittany Maxwell
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## I. SCHOOL REPORT CARD SNAPSHOT

### 2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	23.4	46.2	14.8	63.6	7.5	7.1
	CCR	18.2	38.5	11.1	45.5	6.3	7.1
Grade 4	GLP	31.5	45.5	24.0	81.8	8.1	
	CCR	21.3	27.3	14.4	72.7	<5	
Grade 5	GLP	25.2	10.5	17.0	91.7	<5	7.1
	CCR	16.3	5.3	9.1	91.7	<5	7.1
School	GLP	26.6	30.2	18.7	79.4	5.7	5.6
	CCR	18.6	20.9	11.7	70.6	<5	5.6

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	35.0	46.2	27.8	81.8	20.0	21.4
	CCR	16.8	23.1	9.3	63.6	7.5	14.3
Grade 4	GLP	40.9	27.3	38.5	81.8	21.0	
	CCR	22.8	9.1	20.2	63.6	12.9	
Grade 5	GLP	31.5	15.8	25.8	75.0	7.8	7.1
	CCR	20.2	5.3	16.9	58.3	5.9	<5
School	GLP	35.8	27.9	30.9	79.4	17.1	11.1
	CCR	19.8	11.6	15.3	61.8	8.8	5.6

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	29.3	15.8	21.6	91.7	<5	7.1
	CCR	19.5	<5	13.6	83.3	<5	7.1

EOG School Composite 2020-21	31.0
School Letter Grade*	C

\*Based on 2018-19 achievement data

## II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Goal 1: HFES will create a culture of high expectations and love students well by focusing on the following areas: Implementing with fidelity the Caring Schools Curriculum and IB

curriculum and providing SEL throughout the day will increase our Panorama survey in our two lowest sub areas. Integrating IB Learner Profile and IB Curriculum into our daily instruction. Positive student recognition and consistent two way family communication through the Parent Square platform with an increase to 80% in families utilizing the app (current-33%) for consistent two way communication with the school. Foster student and teacher growth through coaching model and increase the professional development domain in the Teacher Insight Survey by 10% ALIGN TO: A4.06

Goal 2: All students at Huntingtowne Farms will show an increase in proficiency as measured by the end of grade assessments. Our goals are to return to pre-pandemic data sets in all areas. All students in K-3 will be at 50% proficient according to the state measure. Overall Reading EOG from 26.6% to 40% GLP. Overall Math EOG from 35.7% to 60% GLP. Overall Science EOG from 29.3% to 60% GLP. Overall School Composite will increase accordingly and exceed growth according to EVAAS measures. As a result, all subgroups at Huntingtowne will meet or exceed growth through the utilization of data driven instruction and other research based strategies. Indistar Alignment: B3.03: The principal will monitor curriculum and classroom instruction regularly and provide timely, clear, constructive feedback to teachers. (5149)

### III. CHIEF CHALLENGES

- There is a large foundational skills gap in our students; specifically in upper grades. The gap has shifted our focus towards phonics instruction in many grade levels. At times, this focuses all of our resources in this area but there are also many other needs. It also impedes our students' access to the core curriculum.
- The inability to hire for essential positions is a significant challenge this year. There have not been a sufficient number of candidates applying for jobs. Throughout the year, we have had vacancies in several essential positions which directly impacts our ability to provide continuity with instruction and interventions.. We need and want great candidates that can help our students meet their educational goals.

### IV. PLANS FOR THE YEAR: SIP ACTIONS

We are completing several actions in order to meet our SIP goals. Some of them include daily and weekly walkthroughs with our coaching staff to ensure alignment, rigor, and proper pacing of instruction. We provide weekly coaching conversations with our teachers to address individual classroom strengths and areas of growth and work to support each teacher with their student achievement goals. We also created an MTSS team of teachers and tutors to support interventions for students to decrease the widening gap. We have weekly data meetings where we utilize various protocols to drive instruction and determine

misconceptions. In addition, one of our focuses this year is around a truly differentiated workshop model during math and literacy. Teachers will utilize assessment information, exit tickets, and/or small group information to determine student's needs during workshop time.